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ABSTRACT

The objective of this project was to establish the Moraine Park Technical Institute as a Career Education Center to coordinate and provide a focus for the career education efforts of the public and private secondary schools in the Moraine Park Vocational, Technical and Adult Education District. The District service area covers several counties in a 2,500 square mile area and serves a population of 220,000. Following an initial conference of representatives from the 27 participating school systems, a questionnaire was presented to each of the schools regarding the status and direction of career education, including budgeted support, inservice training, instructional strategies, articulation, staffing, and perceived needs. In addition, each school was asked to furnish an inventory of career education materials, supplies, and equipment. This report displays the results of the completed questionnaires and a sample of the materials inventory. Recommendations are made for the future dissemination and coordination activities of the project. (BB)

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FINAL REPORT

Project Number 10-001-151-314

Comprehensive Career Education Center Model

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June 30, 1974

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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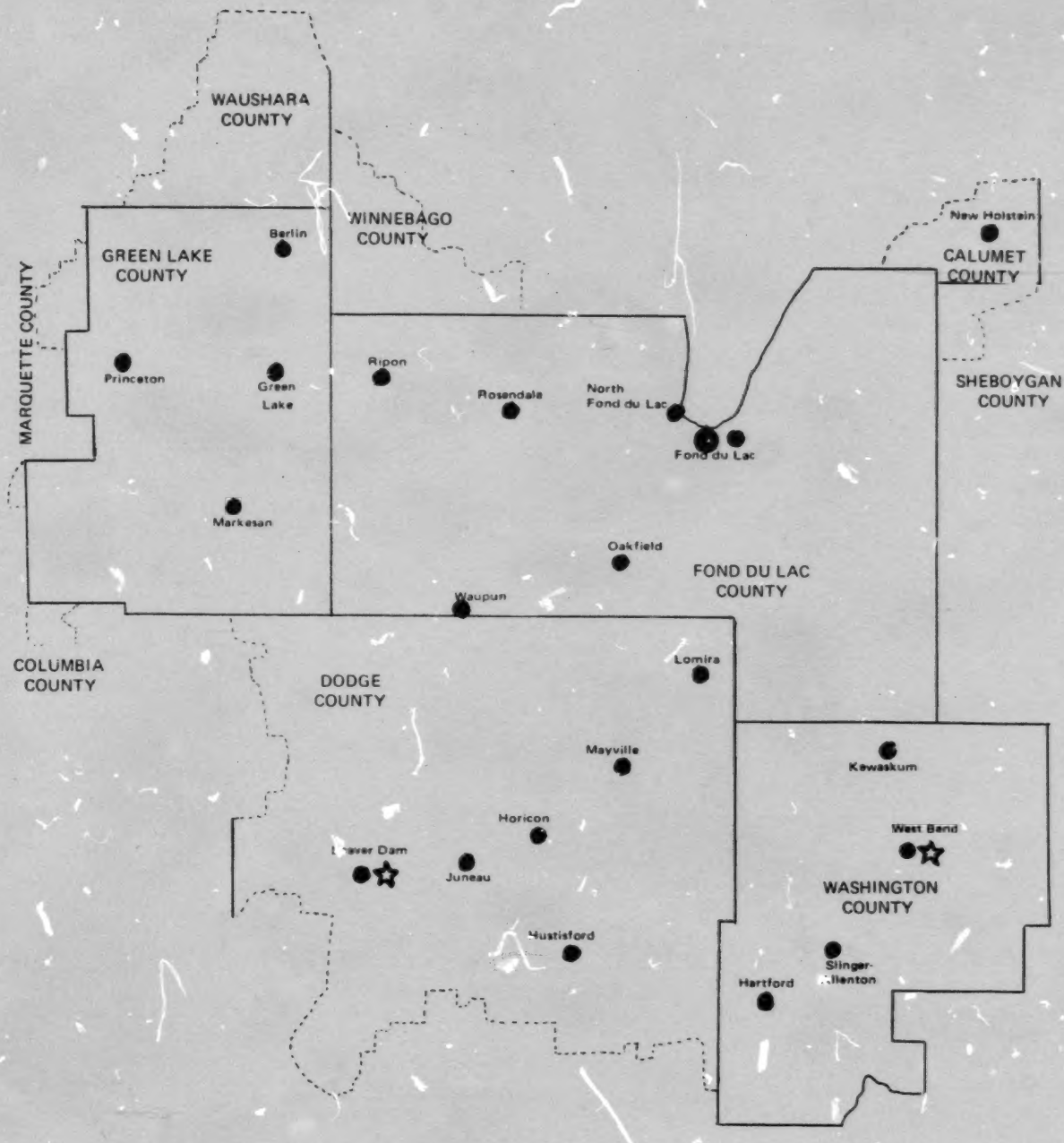
WISCONSIN VOCATIONAL, TECHNICAL AND ADULT EDUCATION DISTRICTS

Approved for Operation July 1, 1972

Moraine Park Adult Centers



● Moraine Park Adult Centers
☆ Moraine Park Campuses at Beaver Dam and West Bend
✪ Moraine Park Comprehensive Center

0-73

PUBLIC SECONDARY SCHOOLS

LOCATION	OFFICIAL NAME	DISTRICT ADMINISTRATOR	ENROLLMENT	GRADES
Beaver Dam	Joint School District No. 1, City of Beaver Dam et al	Eric T. Becker	3,637	K-12
Berlin	Joint School District No. 1, City of Berlin et al	John A. Bjorge	1,895	"
Campbellsport	Joint School District No. 23, Village of Campbellsport et al	Leo W. Lang	1,688	"
Fond du Lac	Joint School District No. 1, City of Fond du Lac et al	Jerome N. Strupp	8,237	"
Green Lake	Joint School District No. 1, City of Green Lake et al	Philip Baranowski	484	"
Hartford	Hartford Union High School, City of Hartford et al	Joseph C. Rost	1,636	"
	No. 2, Erin Erin School	Donald P. Hanrahan	226	1-8
	Jt. 1, Hartford	Glenn Broker	1,526	
	Central Middle			6-8
	Lincoln Elementary			K-5
	Rossman Elementary			K-5
	No. 2, Richfield Richfield Elementary	Kenneth Delap	520	K-8
	Jt. No. 7, Richfield Plat Elementary	----------	102	K-8
	Jt. No. 11, Richfield, Erin	----------	137	
	Friess Lake Middle			5-8
	St. Augustine Elementary			K-4
	No. 22, Herman Herman Consolidated	John O'Neill	187	K-8
	Jt. No. 3, Neosho Neosho Elementary	Thomas Bartelt	386	K-8
	Jt. No. 6, Rubicon, Hartford Saylesville Elementary	----------	210	K-8
Horicon	Joint School District No. 10, City of Horicon et al	Donald B. Mayo	1,274	K-12

LOCATION	OFFICIAL NAME	DISTRICT ADMINISTRATOR	ENROLLMENT	GRADES
Hustisford	Joint School District No. 7, Village of Hustisford et al	Paul Endres	458	K-12
Juneau	Joint School District No. 11 City of Juneau et al	Fred Hauer	1,146	"
Kewaskum	Joint School District No. 2, Village of Kewaskum et al	Floyd A. Brenholt	2,146	"
Lomira	Joint School District No. 5, Village of Lomira et al	Dwight A. York	1,084	"
Markesan	Joint School District No. 3, City of Markesan et al	Lyle Plagenz	1,306	"
Mayville	Joint School District No. 5, City of Mayville et al	Robert L. Deetz	1,552	"
New Holstein	Joint School District No. 5, City of New Holstein et al	Ralph H. Dosch	1,813	"
N. Fond du Lac	Joint School District No. 11, Village of N. Fond du Lac & towns of Eldorado, Fond du Lac, Friendship & Lamartine	Douglas Hendrickson	1,197	"
Oakfield	Joint School District No. 1, Village of Oakfield et al	Steve L. George	922	"
Princeton	Joint School District No. 2, City of Princeton et al	Roger Moore	483	"
Ripon	Joint School District No. 1, City of Ripon et al	Charles F. Hub	2,165	"
Rosendale	Joint School District No. 22, Village of Rosendale et al	Donald G. Ethen	1,321	"
Slinger	Joint School District No. 1, Village of Slinger et al	Stanley Sprehn	2,155	"
Waupun	Joint School District No. 1, City of Waupun et al	H. E. Kujath	3,241	"
West Bend	Joint School District No. 1, City of West Bend et al	William Steinert	6,726	"

PAROCHIAL AND PRIVATE SECONDARY SCHOOLS

LOCATION	OFFICIAL NAME	DISTRICT ADMINISTRATOR	ENROLLMENT	GRADES
Beaver Dam	Wayland Academy	Pres. James Burnham	275	7-12
Fond du Lac	St. Mary's Springs	Sr. Mary Edmund Scherer	618	9-12
Fond du Lac	Winnebago Lutheran Academy	Prof. T.W. Zuberbier	260	9-12
Fox Lake	Lakeview Tech. High School	John Plank		Adult
Mt. Calvary	St. Lawrence Minor Seminary	Rev. Joseph O'Connor (Can.)	290	9-12
Taycheedah	Ridgewood High School	Sam Satterfield	81	Adult
Waupun	Central Wisconsin Christian	David Van Someren		

ELEMENTARY SCHOOLS

LOCATION	OFFICIAL NAME	TELEPHONE	ENROLLMENT	GRADES
Armstrong	Our Lady of Angels	477-2081	65	1-8
Beaver Dam	St. Michael's	885-4551	82	1-8
Beaver Dam	St. Patrick's	885-4814	197	1-8
Beaver Dam	St. Peter's	885-5558	424	1-8
Beaver Dam	St. Stephen's	885-6484	300	K-8
Berlin	St. John's	361-0555		N-8
Berlin	St. Joseph's	361-0453	106	1-8
Berlin	St. Michael's	361-0940		
Berlin	St. Stanislaus	361-2354		1-8
Campbellsport	St. Matthew's	533-4103	236	1-8
Clyman	Zion			1-8
Eden	St. Mary's	477-3551	194	1-8
Fond du Lac	Faith Lutheran	922-3530	115	K-8
Fond du Lac	Redeemer II	921-4020	111	K-8
Fond du Lac	Sacred Heart	922-7690	294	1-8
Fond du Lac	St. Joseph's	921-5300	401	1-8
Fond du Lac	St. Louis	922-3364	195	1-8
Fond du Lac	St. Mary	921-9610	535	1-8
Fond du Lac	St. Patrick's	921-6710	299	1-8
Fond du Lac	St. Peter's	922-1160	230	K-8
Fox Lake	St. John's	928-3296		
Green Lake	Peace	294-3509		
Hartford	St. Kilian	673-3081	441	2-8

LOCATION	OFFICIAL NAME	TELEPHONE	ENROLLMENT	GRADES
Hartford	Peace	673-3811		
Horicon	St. Malachy	485-2081	146	1-8
Horicon	St. Stephen's	485-6687		1-8
Hubertus	St. Hubert	628-1711	263	1-8
Hustisford	Bethany	349-3150		
Iron Ridge	St. Matthew's	387-2210		
Iron Ridge	Zum Kripplein Christi	387-4564		
Jackson	David's Star	667-2412		
Johnsburg	St. John's	795-4222	169	4-8
Juneau	St. John's	386-4644		
Kewaskum	Holy Trinity	626-2303	252	1-8
Lebanon	St. Peter's	925-3525		1-8
Lomira	St. Mary's	269-4583	108	5-8
Lomira	St. John's	269-4514		
Marytown	(Visitation BVM)	898-4021	119	1-3
Mayville	Immanuel	387-2158		1-8
Mayville	St. Mary's	387-2920	216	1-8
Mayville	St. John's	387-4310		K-8
Mt. Calvary	Holy Cross	753-2411	141	1-3
Newburg	Holy Trinity	675-6933	122	1-8
N. Fond du Lac	St. Paul's	922-1080		
Princeton	St. John's	295-3991		
Princeton	St. John the Baptist	295-6209		
St. Anna	St. Anna	894-3126	86	4-6,8
St. Cloud	St. Cloud	999-3253	140	4-8
Slinger	St. Peter's	644-8325	154	1-6

LOCATION	OFFICIAL NAME	TELEPHONE	ENROLLMENT	GRADES
Theresa	St. Theresa	488-4543	120	1-4
West Bend	Good Shepherd	334-7881	152	K-8
West Bend	Holy Angels	338-1148	474	1-8
West Bend	St. John's	334-3077	316	K-8
West Bend	St. Frances Cabrini	334-7142	449	1-8
West Bend	St. Mary's	334-7212	269	1-8

INTRODUCTORY STATEMENT

There are 30 public, parochial, private, and union free secondary school systems and 65 elementary parochial schools providing education for students from kindergarten through the twelfth grade located within the boundaries of the Moraine Park Vocational, Technical and Adult Education District which comprises several counties in the southeastern part of the state of Wisconsin.

School officials from the secondary school districts have asked the Moraine Park Technical Institute to coordinate Career Education efforts throughout the Moraine Park VTAE District in order to provide a focal point for all the schools involved. This project was written to determine what Career Education efforts were presently being expended by the various school districts and also determine what was needed for future growth.

ABSTRACT

The public, parochial, and private secondary school districts located within the boundaries of the Moraine Park Vocational, Technical and Adult Education District were contacted to see if they wished to participate in the Comprehensive Career Education Center Model project. Several schools declined participation but most indicated a positive response to the request for a cooperative study.

A meeting was held during the 1973-74 school year and the district administrators of the various school systems were invited, to explain to them the purpose of the project and to receive their support for an inventory of Career Education efforts of their schools. The district administrators also served as an advisory committee for the project.

At this meeting 22 secondary school systems of the 27 participating were represented. It was determined that an inventory of each school's equipment, supplies, materials, etc. would be obtained and cataloged and Career Education efforts be determined so that all would be able to obtain a clear indication of which direction Career Education was taking and would be able to contrast it with surrounding schools.

A questionnaire regarding the status of Career Education was presented to each of the schools by the project coordinator along with a request for an inventory of supplies, equipment, materials, etc.

Nine schools responded to the questionnaire and seven completed an inventory listing.

CAREER EDUCATION PROJECT - FLOW PROCESS

1. Request to the Moraine Park Technical Institute to coordinate Career Education efforts throughout the Moraine Park VTAE District.

2. Invite school administrators to serve as an advisory committee.

3. Conduct conference with school administrators wishing to participate---obtain support.

4. Contact school administrator or designee.
   a) Career Education questionnaire
   b) Inventory of Career Education equipment, materials, supplies, etc.

5. Compile data from questionnaire and inventory.

6. Summarize questionnaire data.

7. Record inventory of Career Education materials on Moraine Park Technical Institute computer.

8. Formulate recommendations.

9. Hold conference with school administrators to discuss results of the findings and receive recommendations for future growth.

INTRODUCTION

Administrators, guidance counselors, and local vocational education counselors have challenged the Moraine Park Technical Institute to accelerate the dissemination of Career Education information and materials because of the leadership role associated with Moraine Park VTAE District's educational mission to serve citizens located within the counties of Dodge, Fond du Lac, Green Lake, and parts of Calumet, Columbia, Marquette, Waushara, and Winnebago counties. The district's area covers nearly 2,500 square miles and serves a population of over 220,000 people.

There are thirty public, parochial, private, and union free secondary school systems and sixty-five parochial elementary schools located within the district, and because of the coordination necessary to carry out the district's mission, a leadership role has emerged in the area of Career Education efforts.

This project deals with establishing the Moraine Park Technical Institute as a Career Education Center to serve all of the school systems located within its district. The Moraine Park VTAE District's close association with Career Education objectives has resulted in an excellent placement of graduates. Followup statistics from 92.89% of the graduates for the period of July 1, 1972 to June 30, 1973 indicate that of those available for employment, 97.45% were employed. Eighty-three and forty hundredths percent (83.40%) were employed in a job related to their Moraine Park Technical Institute training, while 16.60% were employed in jobs not directly related to their training.

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[1]Moraine Park Technical Institute. The Link. Volume II, No. 1, January, 1974.

In addition to Moraine Park Technical Institute's excellent association and placement in career occupations, close ties are maintained with the secondary schools through coordination of Moraine Park Technical Institute's outreach centers located in nineteen of the secondary schools. These adult extension centers are supported by the Moraine Park Technical Institute and function through cooperation with the various school administrators. They generally operate during the evening hours although the facilities are used during regular school hours whenever possible.

These close ties and the well-established identity of vocational education in the state of Wisconsin serves as a solid platform from which to build a Career Education Center providing leadership and direction throughout the 2,500 square-mile territory served by the Moraine Park VTAE District. This project has made initial steps to provide leadership, coordination, and a focal point for Career Education efforts by attempting to determine the direction and emphasis placed on Career Education by the local secondary schools.

OBJECTIVES

Before finalizing a definite direction for Moraine Park Technical Institute's Career Education efforts, it was necessary to determine what each of the separate school systems was attempting and also to determine what means were being used to reach their goals as the objectives of the project were:

1. Develop a Comprehensive Career Education Center to serve private schools and public school districts within the Moraine Park VTAE District;

2. Develop a vehicle for dissemination of materials to all private and public schools within the district;

3. Avoid duplication of efforts by private and public schools in the district.

In order to meet the objectives outlined for the project, the following procedures were established:

1. Inventory all Career Education materials available;

2. Determine each school's direction and values assigned to "Career Education";

3. Develop a vehicle for dissemination of information, supplies, materials, etc.;

4. Establish a centralized control center;

5. Provide a method of updating materials available.

COURSE OF ACTION

In order to familiarize the schools with what was being attempted, it was determined that the district administrators should first be contacted and their support for the project obtained. A conference was held on November 6, 1973 at which time 27 of the school systems were invited to attend. Previous requests for participation were declined by six schools as they were working along the same lines through their respective Cooperative Education Agencies. The following schools agreed to participate in the project:

School	Representative
1. Beaver Dam	Robert J. Hanson
2. Berlin	George Doll
3. Campbellsport	Leo Lang, Superintendent

School	Representative
4. Green Lake	Philip Baranowski, Superintendent
5. Fond du Lac	Jerome Strupp, Superintendent
6. Hartford	James O'Bryon, LVEC
7. Horicon	Donald Mayo, Superintendent
8. Hustisford	James Bucher, LVEC
9. Juneau	Fred Hauer, Superintendent
10. Kewaskum	Roy Esser
11. Lomira	Dwight York, Superintendent
12. Markesan	Lyle Plagenz, Superintendent
13. Mayville	Robert Deetz, Superintendent
14. North Fond du Lac	Douglas Hendrickson, Superintendent
15. Oakfield	Steve George, Superintendent
16. Princeton	Roger Moore, Superintendent
17. Slinger	Robert Johnson, Counselor
18. St. Mary's Springs - Fond du Lac	Sister Aletta Ross, Counselor
19. Wayland Academy - Beaver Dam	Warren Hall Dr. John Sheehy, Executive Principal
20. West Bend	
21. Lakeview Tech High School-Fox Lake	John Siedschlag, Counselor
22. Wis. Home for Women - Taycheedah	Rose Kuter, Counselor
23. CESA 13	Dwayne Schmaltz

Representation from Campbellsport, Horicon, Hustisford, Lomira, and Wayland Academy at Beaver Dam were unable to attend because of prior commitments, but expressed a desire to participate. (See Advisory Committee Minutes---Appendix A-2.)

QUESTIONNAIRE RESULTS

In order to obtain data regarding Career Education a questionnaire was submitted to the schools. This questionnaire consisted of eleven questions and a request for an inventory of materials. (See Appendix B.) The responses were compiled giving an indication of each school's Career Education efforts.

Nine of the schools responded and represented public (K-12), union free (9-12), parochial (9-12), and a women's correctional institution. A breakdown of the schools is shown below and the responses to the questions begins on the following page.

	Enrollment	Grades	Type of School
School A	1084	K-12	Public
School B	1146	K-12	Public
School C	1552	K-12	Public
School D	450	K-12	Public
School E	922	K-12	Public
School F	81	Adult Women	Correctional Institution
School G	618	9-12	Parochial
School H	8226	K-12	Public
School I	1636	9-12	Union free

QUESTION	SCHOOL	RESPONSE
WHAT PERCENTAGE OF THE SCHOOL BUDGET IS ALLOCATED FOR CAREER EDUCATION?	A.	Less than 1%.
	B.	Less than 1%.
	C.	It is hard to estimate the amount allocated in the budget for Career Education because much of the material is our library has been secured through other departments and charged to those budgets. I would roughly estimate about 1% of the budget is used for Career Education materials.
	D.	10% estimate.
	E.	Unknown.
	F.	None specified as such.
	G.	The percentage of the school budget allocated for Career Education is 2%.
	H.	A very small percentage of the school budget is actually allocated for Career Education. Actually $4500.00 has been committed out of a $9 million dollar budget. It should be pointed out, however, that staff has been allotted time for in-service meetings and buildings provided for workshops.
	I.	Under 1%.

SUMMARY STATEMENT

SCHOOLS DO NOT SPECIFICALLY DESIGNATE FUNDS FOR CAREER EDUCATION. MINIMAL AMOUNTS ARE BUDGETED - GENERALLY LESS THAN 1% OF THE TOTAL BUDGET.

QUESTION	SCHOOL	RESPONSE
HOW DOES YOUR SYSTEM OF COMMUNICATION REGARDING CAREER EDUCATION WORK?	A.	No response given.
	B.	Through the guidance department.
	C.	A committee composed of teachers, parents, and students has been working on the development of an in-depth Career Education program for the past two years. Their annual report and recommendations will be ready at the end of the school year.
	D.	No response given.
	E.	No response given.
	F.	Our entire staff is Career Education oriented, due to the type of institution, and the fact that we work with adult women. We try to direct them toward the goal of productive employment. From time of entry until release, we attempt to fill in the educational gaps, as well as to train them vocationally.
	G.	Our system of communication regarding Career Education is not well organized.
	H.	At the present time we have selected three model schools, K-12, to develop Career Education programs. An elementary school, junior high school and the senior high school. The program is coordinated through the pupil services director, high school guidance counselor, the LVEC, elementary principal and the junior high school principal. Most articulation has taken place between those three schools. The plan for the third year is to present the program developed in the elementary and junior high school to the other schools in the district. A Career Education leadership workshop was presented with 27 teachers in the district taking part. Funding was provided through Title III. The purpose was to provide for communication within each school in the district which in turn will provide for communication of Career Education activities.
	I.	Through our guidance department and health classes for 9th graders.
SUMMARY STATEMENT		THE SYSTEM OF COMMUNICATION REGARDING CAREER EDUCATION VARIES FROM SCHOOL TO SCHOOL, BUT THE GUIDANCE DEPARTMENT FREQUENTLY SERVES AS A COMMUNICATION CENTER.

QUESTION	SCHOOL	RESPONSE
WHAT IS YOUR SOURCE OF CAREER EDUCATION FROM OUTSIDE YOUR SCHOOL?	A.	University classes and the Moraine Park Technical Institute.
	B.	None.
	C.	The committee composed of teachers, parents and students has visited other schools where a Career Education program is in full operation. They had several students visit our school to explain the programs operating in their schools and talk about distributive education.
	D.	Survey of graduates - lay people - committees
	E.	Many sources - other schools, employment office, career day speaker, etc.
	F.	Our source from outside the school is varied. We use the technical schools, local two-year campus, libraries, Wisconsin State Employment Service, Division of Vocational Rehabilitation, and various other service agencies. We will soon have a job bank, so that our students may see where various occupations are needed, as well as the types of jobs and their requirements available.
	G.	Sources from outside our school are: Marian College, Public Library, industrial and professional people from the community. We also exchange video tapes with Mt. Calvary Seminary High School.
	H.	Our main contacts outside of the school have been with the Wisconsin Department of Public Instruction, University of Wisconsin-Oshkosh, University of Wisconsin-Milwaukee, Oshkosh Public Schools, Sheboygan Public Schools and CESA 13.
	I.	Local industry.
SUMMARY STATEMENT		INPUT INTO THE SCHOOL'S COMMUNICATION SYSTEM COMES FROM VARIOUS SOURCES. MAJOR SOURCES REPORTED WERE: 1) University and college 2) Vocational-technical institutes 3) Community 4) Libraries OTHERS LISTED WERE: GRADUATES, WISCONSIN STATE EMPLOYMENT SERVICE, WISCONSIN STATE DEPARTMENT OF PUBLIC INSTRUCTION, COOPERATIVE EDUCATION SERVICE AGENCIES, SERVICE AGENCIES AND OTHER PUBLIC SCHOOLS.

QUESTION	SCHOOL	RESPONSE
LIST THE CAREER EDUCATION IN-SERVICE TRAINING PROVIDED FOR YOUR STAFF.	A.	None.
	B.	A number of CESA meetings held at various locations throughout the year. (These are attended by faculty members in home economics, agriculture, and business education.) The Department of Instruction holds similar meetings, some of which are attended by staff.
	C.	Refer to Item No. 2.
	D.	The question is too ambiguous.
	E.	None.
	F.	We do not have in-service training on Career Education as a specific topic. We do not cooperate with each other in exchanging information or assisting each other in a specific situation and a specified need. Each department is knowledgeable in the area of specialization, especially the vocationals.
	G.	In-service training includes time off for working on Career Education curriculum changes and attendance at vocational and Career Education workshops, and attending related professional conferences. Some faculty meetings are utilized investigating Career Education possibilities for the entire school staff. Faculty members invite consultants from industry and also encourage students to visit industry, etc.
	H.	Major in-service training has been two summer workshops, and the four Saturday Career Education leadership workshops. Career Education concepts have been presented to all teachers in the district through special sessions on in-service days.
	I.	None.
SUMMARY STATEMENT	IN-SERVICE TRAINING HAS BEEN PROVIDED THE SCHOOLS THROUGH: 1) CESA meetings 2) Wisconsin State Department of Public Instruction meetings 3) Vocational and Career Education workshops 4) Consultants from industry 5) Summer workshops	

QUESTION	SCHOOL	RESPONSE
WHAT INSTRUCTIONAL STRATEGIES ARE USED TO IMPLEMENT CAREER EDUCATION?	A.	Not done.
	B.	Only as are incorporated into the existing curriculum, particularly in office practice and capstone, business math, business law and to a lesser extent in agriculture, carpentry, basic wiring, and basic auto mechanics and small engines.
	C.	I am not sure just what you want regarding instructional strategies. For years some areas of our school have done an excellent job in Career Education but not classified specifically as Career Education. Field trips have been made to area idustries, fire and police stations. Professional men and women have been guest speakers in classrooms and at general assemblies.
	D.	The question is too ambiguous.
	E.	Units are done in junior English classes, plus speakers and a career day. A junior high school unit is also done in English.
	F.	We have no instructional strategies being used to implement Career Education.
	G.	Some students are allowed to participate in a distributive education program for one subject. Instructors bring in Career Education speakers and the school student council sponsors an annual Career Education day. The Career Education day does not work well as an "all-school assembly", but works nicely for a specific class such as inviting a CPA to speak to the bookkeeping class, etc.
	H.	The program is being modeled after the K-12 Guide for Integrating Career Development Into the Local Curriculum, developed by the Wisconsin Department of Public Instruction. Several modifications of this guide have also been incorporated into the model.
	I.	None.
SUMMARY STATEMENT		NO PARTICULAR INSTRUCTIONAL STRATEGY SEEMS TO HAVE EMERGED OR RECEIVED PRIORITY. ONE SCHOOL HAS MODIFIED THE K-12 GUIDE FOR INTEGRATING CAREER DEVELOPMENT INTO THE LOCAL CURRICULUM, DEVELOPED BY THE WISCONSIN STATE DEPARTMENT OF PUBLIC INSTRUCTION.

QUESTION	SCHOOL	RESPONSE
WHAT IMPACT DOES THE CAREER EDUCATION INSTRUCTIONAL STRATEGY HAVE ON THE STUDENT BODY?	A.	Not done.
	B.	Limited.
	C.	----------
	D.	The question is too ambiguous.
	E.	Students are interested.
	F.	----------
	G.	Career Education day is successful when planned and sponsored by the student council and all students are requested to participate.
	H.	The greatest impact on the student body has been in the three model schools.
	I.	----------
SUMMARY STATEMENT		STRATEGIES IMPLEMENTED TO DATE HAVE HAD LITTLE IMPACT ON THE STUDENT BODY.

QUESTION	SCHOOL	RESPONSE
WHAT EFFORTS ARE BEING DONE TO INTEGRATE CAREER EDUCATION INTO EXISTING COURSES OFFERED IN GRADES K-12?	A.	Little.
	B.	Teachers are encouraged to incorporate as much career related materials as is feasible within the scope of each course.
	C.	The organization of the Career Education curriculum study committee was initiated two years ago consisting of teachers, parents, and students.
	D.	The question is too ambiguous.
	E.	None except English.
	F.	Our school is not set up in this manner; this is an adult school. We take the women at the point in education at time of entry and work with them from there on. This could be from illiterate, elementary, secondary, and through college, as needed.
	G.	Not much is presently being done to integrate Career Education as we anticipate coordination with our new consortium of educational programs.
	H.	The major thrust of the program is to integrate Career Education concepts into all courses of study. This is the goal of workshops and in-service training.
	I.	None---we are a union free secondary school.
SUMMARY STATEMENT		VERY LITTLE EFFORT HAS BEEN EXPENDED TO INTEGRATE CAREER EDUCATION INTO EXISTING COURSES.

QUESTION	SCHOOL	RESPONSE
LIST SEPARATE INDEPENDENT COURSES OFFERED IN CAREER EDUCATION.	A.	None.
	B.	None.
	C.	None.
	D.	The question is too ambiguous.
	E.	None.
	F.	Other than the actual vocational courses offered in business education, cooking, sewing, power sewing, food management, bakery, cosmetology school, waitress training, laundry training, home nursing, dental assistant training, nurse aide training, etc., we have no independent courses, as such, offered in Career Education.
	G.	None. Related Career Education courses are: secretarial, four-year industrial arts classes. No general Career Education presentation is yet in operation, but we do plan to have every ninth grader participate as soon as modular scheduling is adopted next year.
	H.	There are no separate courses in Career Education. This is not the primary goal. There is an opportunity for students to explore career interests and relate career goals to existing courses. Actual skill development is offered in the 12th grade in cooperative work study courses such as auto mechanics, machine shop, secretarial science, marketing, and food services. Eighth grade students are given the option of electing career exploration for a nine-week course. All other Career Education concepts are directly related to the existing curriculum.
	I.	None.
SUMMARY STATEMENT		INDEPENDENT CREDIT COURSES TITLED "CAREER EDUCATION" ARE NOT OFFERED AT THIS TIME.

QUESTION	SCHOOL	RESPONSE
IN WHAT GRADES ARE THE CAREER EDUCATION COURSES OFFERED?	A.	None.
	B.	None.
	C.	None.
	D.	The question is too ambiguous.
	E.	None.
	F.	As an adult school, we have no special grade system.
	G.	----------
	H.	----------
	I.	----------

SUMMARY STATEMENT

INDEPENDENT CREDIT COURSES TITLED "CAREER EDUCATION" ARE NOT OFFERED AT THIS TIME.

QUESTION	SCHOOL	RESPONSE
WHAT CAREER EDUCATION PROMOTIONAL ACTIVITIES ARE CARRIED ON BY YOUR SCHOOL?	A.	None.
	B.	Meetings with lay advisory committees.
	C.	None, other than the above mentioned committee.
	D.	The question is too ambiguous.
	E.	Bulletin boards, discussion groups, speakers.
	F.	None, as such. We have a classification system, or meeting, where all the staff concerned with a woman meet to discuss her background---social and educational, her needs, and try to best plan her time toward a reachable goal. The woman has already expressed her desires after being told of the educational and occupational opportunities and been individually counseled by one or more trained staff.
	G.	The promotional activities are career days, college nights, and weekly visitations by colleges and vocational school representatives. English instructors promote themes on Career Education topics. The religion department brings in speakers as does the social studies department.
	H.	Promotional activities are related to in-service training and workshops. Teachers are exposed to ideas on a one-to-one basis and contacts are made through the guidance department and LVEC.
	I.	Very little, if any.
SUMMARY STATEMENT		CAREER EDUCATION PROMOTIONAL ACTIVITIES DID NOT RECEIVE MUCH EMPHASIS, BUT DID INCLUDE THE FOLLOWING: 1) Meetings with lay advisory committees 2) Bulletin boards 3) Career days 4) College nights 5) Weekly activities by college and vocational-technical school representatives 6) Speakers 7) LVEC participation

QUESTION	SCHOOL	RESPONSE
WHAT IS THE MEDIA FOR ARTICULATION OF CAREER EDUCATION INFORMATION BETWEEN GRADE LEVELS?	A.	None.
	B.	Verbal.
	C.	Very little.
	D.	The question is too ambiguous.
	E.	----------
	F.	We are an adult school and have no differentiation between grade levels.
	G.	At present there is no articulation between the various grade levels.
	H.	Media for articulation is basically by word-of-mouth. Promotion is done by individual teachers. Coordination for workshop and in-service is handled by a guidance counselor at the senior high level. No post per se has been developed or designed to coordinate Career Education.
	I.	Possible through social studies.

SUMMARY STATEMENT

ARTICULATION BETWEEN GRADE LEVELS RECEIVED MINIMAL SUPPORT AND WAS BASICALLY BY WORD-OF-MOUTH.

QUESTION	SCHOOL	RESPONSE
HOW IS CAREER EDUCATION COORDINATED?	A.	None.
	B.	Intra-departmental.
	C.	----------
	D.	The question is too ambiguous.
	E.	----------
	F.	This does not apply.
	G.	----------
	H.	Coordination for workshop and in-service is handled by a guidance counselor at the senior high level.
	I.	----------

SUMMARY STATEMENT

IN MOST CASES THERE IS MINIMAL EFFORT EXPENDED FOR COORDINATION OF CAREER EDUCATION ACTIVITIES.

QUESTION	SCHOOL	RESPONSE
WHO OR WHICH DEPARTMENT CARRIES THE RESPONSIBILITY FOR CAREER EDUCATION?	A.	None.
	B.	None.
	C.	Guidance counselors and teachers.
	D.	The question is too ambiguous.
	E.	Guidance counselor "tries".
	F.	No special department carries the responsibility for Career Education.
	G.	The guidance department carries the main responsibility for Career Education.
	H.	The guidance department and LVEC carry equal responsibility for Career Education and the concepts of Career Education lend themselves well to the goals of each area. A guidance counselor has been designated by the superintendent of schools to coordinate the program. There is no formal title or proclamation of this position. A steering committee has been formed to offer advice and direction to the Career Education program. It consists of the pupil services director, LVEC, director of instruction, director of guidance, elementary principal, junior high school principal, and a classroom teacher. The committee is chaired by a counselor who is designated as coordinator.
	I.	Guidance department.
SUMMARY STATEMENT		THE GUIDANCE DEPARTMENT IS MOST FREQUENTLY DESIGNATED AS CARRYING THE RESPONSIBILITY FOR CAREER EDUCATION.

QUESTION	SCHOOL	RESPONSE
WHAT IS THE TITLE OF THE COORDINATOR FOR CAREER EDUCATION?	A.	None.
	B.	None.
	C.	----------
	D.	The question is too ambiguous.
	E.	None.
	F.	None. The business education teacher has been assigned as WHW delegate to serve on Career Education advisory committee.
	G.	We have no coordinator.
	H.	----------
	I.	None.
SUMMARY STATEMENT		THERE IS NO COORDINATOR OF CAREER EDUCATION.

QUESTION	SCHOOL	RESPONSE
WHAT ARE YOUR "NEEDS" IN CAREER EDUCATION?	A.	Get a start and teacher in-service; hands on materials.
	B.	Considerable! Basically more suitable facilities and trained staff with sufficient background to teach Career Education.
	C.	The curriculum committee is struggling to determine our needs.
	D.	The question is too ambiguous.
	E.	More information on successful model programs.
	F.	Our needs are those required by each individual woman who enters our institution. As they come from various parts of the state, urban and rural, the needs are varied.
	G.	Our needs include funding for a coordinator, a microfilm reader and time in the daily schedule for Career Education classes.
	H.	Our basic needs are to provide instructional ideas and materials to classroom teachers that lend themselves to the concepts of Career Education. This material should be made available to students as well. It takes the form of a media center for students and teachers. We also need a vehicle of communication for teachers to share ideas and successes regarding Career Education. Career Education needs to be sold on a continual basis from all levels.
	I.	We need Career Education for all our 9-12 students.
SUMMARY STATEMENT	CAREER EDUCATION NEEDS INDICATED WERE: 1) Teacher in-service 2) Hands on materials 3) Suitable facilities 4) Information on successful model programs 5) Time in the daily schedule for Career Education classes 6) Funding 7) A media center for students and teachers	

QUESTION	SCHOOL	RESPONSE
WHAT CAREER EDUCATION CHANGES DO YOU ANTICIPATE IN THE NEAR FUTURE?	A.	?
	B.	Refinement of existing courses, likelihood of a course in career exposure.
	C.	There will be very few changes made in our curriculum offerings unless more money is available for the operation of the school system.
	D.	The question is too ambiguous.
	E.	Unknown.
	F.	If monies are available, we hope to hire a music and art teacher.
	G.	By 1975 we hope to incorporate a vocational career class that will be participated in by all freshmen and upperclassmen who want it.
	H.	Curriculum changes that can be anticipated are: K-6 - More self-awareness activities 7-9 - More career exploration type activities, group activities 10-12 - More work experience type activities correlated with classroom activities. More involvement by students in work situations.
	I.	We hope to add Career Education to our curriculum.
SUMMARY STATEMENT		MOST SCHOOLS DO NOT EXPECT TO INCORPORATE CURRICULUM CHANGES, BUT THERE WAS AN INDICATION THAT THERE SHOULD BE MORE COURSES IN CAREER EXPOSURE.

SUMMARY STATEMENTS

* Schools do not specifically designate funds for Career Education. Minimal amounts are budgeted---generally less than 1% of the total budget.

* The system of communication regarding Career Education varies from school to school, but the guidance department frequently serves as a communication center.

* Input into the school's communication system comes from various sources. Major sources reported were:

    1. university and college
    2. vocational-technical institutes
    3. community
    4. libraries

  Others listed were: graduates, Wisconsin State Employment Service, Wisconsin State Department of Public Instruction, Cooperative Education Service Agencies, service agencies and other public schools.

* In-service training has been provided the schools through:

    1. CESA meetings
    2. Wisconsin State Department of Public Instruction meetings
    3. vocational and Career Education workshops
    4. consultants from industry
    5. summer workshops

* No particular instructional strategy seems to have emerged or received priority. One school has modified the K-12 Guide for Integrating Career Development to the Local Curriculum, developed by the Wisconsin State Department of Public Instruction.

* Strategies implemented to date have had little impact on the student body.

* Very little effort has been expended to integrate Career Education into existing courses.

* Independent credit courses titled, "Career Education", were not offered at this time.

* Career Education promotional activities did not receive much emphasis, but did include the following:

    1. meeting with lay advisory committees
    2. bulletin boards
    3. career days
    4. college nights
    5. weekly visitations by college and vocational-technical school representatives
    6. speakers
    7. LVEC participation

* Articulation between grade levels received minimal support and was basically by word-of-mouth.

* In most cases there was minimal effort expended for coordination of Career Education activities.

* The guidance department was most frequently designated as carrying the responsibility for Career Education.

* No one was designated as "Coordinator of Career Education".

* Career Education needs indicated were:

    1. teacher in-service
    2. hands on materials
    3. suitable facilities
    4. information on successful model programs
    5. time in the daily schedule for Career Education classes
    6. funding
    7. a media center for students and teachers

* Most schools did not expect to incorporate curriculum changes, but there was an indication that there should be more courses in career exposure.

The last question of the questionnaire asked for each school's inventory of equipment, materials, and supplies that were available for Career Education purposes. Six schools provided an itemized list of materials. These lists were transposed onto the Moraine Park VTAE District computer and printouts were provided for the schools participating in the project. A sample of the printout follows.

SCHOOL	ITEM	BOOK TITLE	AUTHOR	SOURCE OR PUBLISHER	GRADE LEVEL	YEAR OF ISSUE
1020	035	SO YOU WANT TO BE A TEACHER	GELINAS			65
1020	036	SO YOU WANT TO BE A DENTIST	GREENBERG			63
1020	037	OCCUPATIONS AND CAREERS	GREENLEAF			55
1020	038	BEAUTY AS A CAREER	HEAL			69
1020	039	CAREERS FOR THE 70 S-SECURITIES	HENLE			72
1020	040	CAREERS IN NAT RESOURC CONSERVAT	HERBERT			65
1020	041	THE MEN BEHIND THE ASTRONAUTS	HYDE			65
1020	042	MEDICINE IN ACTION-TODAY & TOMORR	HYDE			56
1020	043	WHAT DOES A SECRET SERV AGNT DO	HYDE			62
1020	044	CAREERS & OPPOR IN SPORTS	ISAACS			64
1020	045	SO MANY DETOURS	JONES			70
1020	046	CAREERS IN DEPT STORE MDSE	KAPLAN			62
1020	047	HEALTH CARE CAREERS	KAY			73
1020	048	NURSES AND WHAT THEY DO	KAY			68
1020	049	LIBRARY WORKERS	KELIHER			40
1020	050	AIM FOR A JOB IN A HOSPITAL	KIRK			68
1020	051	CAREERS IN SOCIAL WORK	KOESTLER			65
1020	052	WHAT DOES A PEACE CORPS VOLUN DO	LAVINE			64
1020	053	WHAT DOES A SENATOR DO	LAVINE			67
1020	054	CAREERS IN THE HEALTH FIELD	LEE			72
1020	055	THE PHYSICIAN	LEE			69
1021	001	CAREER OPPORTUNITIES				
1021	002	FILMSTRIP - CAREERS				49
1021	003	FILMSTRIP - THE BAKERY				49
1021	004	FILMSTRIP - OFFICE WORKERS				49
1021	005	FILMSTRIP - WHAT ARE JOB FAMILIES				67
1021	006	FILMSTRIP - WHAT GOOD IS SCHOOL				67
1021	007	FILMSTRIP - WHO ARE YOU				67
1021	008	FILMSTRIP - WHAT DO YOU LIKE TO DO				67
1021	009	FILMSTRIP - WHAT IS A JOB				67
1021	010	FILMSTRIP - YOUR BOSS IS PROUD OF YOU				55
1021	011	FILMSTRIP - FACTORY WORKERS				49
1021	012	FILMSTRIP - LOOK AT YOUR FUTURE				55

MATERIALS AND EQUIPMENT PURCHASED

It was felt that the purchase of a limited amount of equipment would provide the start of a Career Education Center from which materials could be requisitioned. Materials were purchased that ordinarily were not budgeted by the schools and consisted of the following:

Photoart Visual Service
840 Plankington Avenue
Milwaukee, Wisconsin 53203

Quantity	Item	Cost
200	Bell & Howell Autoload Synchronous Cartridges, #014325	$ 500.00
4	Shipping Cases, #45977	73.80
20	Projection Lamps, GE No. 1615, #301943	159.80
1	Bell & Howell Filmosound 35 Model 757A	255.00
6	Bell & Howell Filmosound 35 Model 755A	1,275.00
1	Bell & Howell 1552B 16mm Projector	663.20

T Cube Corporation
17905 Suite G.
Sky Park Circle
Irvine, California 92707

1 set	Careers by the Hundred - Set of 600 - 35mm slides in carousel tray with 100 cassette tapes	795.00
1 set	Career Education Clusters - Filmstrip series with cassettes/16 units, Westinghouse	238.00

Newist
Vocational Guidance Division
UW-Green Bay Main Campus
Instructional Services Bldg.
Green Bay, Wisconsin 54302

Quantity	Item	Cost
	Career Education Films - 20 minutes each	
1	Machine Trades Occupations	$ 95.00
1	Office Occupations	95.00
1	Health Occupations	95.00
1	Building Trades Occupations	95.00
1	Agricultural Occupations	95.00
1	Food Services Occupations	95.00

Cassettes Unlimited, Inc.
Roanoke, Texas 76262

1 set	American Occupation Series (99 cassettes)	436.59
1 set	Getting a Job/without player (12 cassettes)	131.00

Oxford Films
1136 N. Los Palmos Avenue
Los Angeles, California 90038

1	16mm Film - Hospital Careers/ 12½ min. - color	175.00

Eye Gate
1452 Commanche Avenue
Green Bay, Wisconsin 54304

1 set	#TF84 Bldg. Trade Workers (10 cassettes & filmstrips)	97.50
1 set	#TF82 World of Work (14 cassettes & filmstrips)	130.00
1 set	#TF83 Aerospace Workers (12 cassettes & filmstrips)	111.00

Quantity	Item	Cost
1 set	#TH357 Hospital Job Opportunities (10 cassettes & filmstrips)	$ 97.50
1 set	#TX330 Basic Office Procedures (6 cassettes & filmstrips)	58.50
	WPGA, Human Development 1222 Faust Avenue Oshkosh, Wisconsin 54901	
1 set	42 Career Cassettes	126.00
	Superior Audio Visual 329 East Hyer Street Ironwood, Michigan 49938	
2	Graflex Caromate Sound-Slide Viewer, Playback Only	478.00
	Valley School Supply 1000 North Bluemound Appleton, Wisconsin 54911	
5	Cassette Recorder - Panasonic RQ 3095	200.00
20	Headset H-88 ¼ Phone Plug	140.00
5	Jack Strips - 4 Outlet	100.00
	TOTAL	$6,810.89

RECOMMENDATIONS FROM SUMMARY OF QUESTIONNAIRE

1. Allocate a definite amount of monies (% of total budget) for Career Education expenditures.

2. Develop a communication system for Career Education input and dissemination through a school system.

3. Increase the amount and frequency of in-service training for teachers.

   a. Extend Career Education philosophy into existing courses.

4. Develop an instructional strategy for Career Education implementation.

5. Design a model for determination of Career Education efforts expended by the school district.

6. Develop and implement definite courses (for credit) entitled "Career Education".

7. Develop a model for Career Education promotional activities.

8. Develop a model for articulation between grade levels.

9. Designate a department and facility center responsible for Career Education growth and implementation. Name a head of the department.

10. Establish a Career Education Center for all the schools in the district.

11. Establish a Career Education Center with adequate budget within each school district.

RECOMMENDATIONS FOR FUTURE PROJECT

1. Designate one person to coordinate all Career Education efforts of the Moraine Park Technical Institute to be identified as the coordinator and spokesman for Career Education projects and policies of the Moraine Park Technical Institute and provide for expansion, supervision, and implementation of Career Education efforts.

2. Limit the project to involve only K-12 school systems (30 schools).

3. Develop a model for Career Education coordination for K-8 schools.

4. Involve all 30 secondary schools in Career Education coordination efforts.

5. Reduce the size of the advisory committee (now 20 members) to a practical working group representative of the entire district that would meet more frequently.

6. Designate a center for operations from one of the three Moraine Park Technical Institute campuses in the district (Fond du Lac, Beaver Dam, or West Bend).

7. Establish an "800" telephone number for the Career Education Center.

APPENDIX A

Advisory Committee Meeting

Appendix A-1

CAREER EDUCATION ADVISORY COMMITTEE

Date: November 6, 1973

Place: Moraine Park Technical Institute-Fond du Lac Campus

Room: 601

Time: 9:30 a.m.

AGENDA

Welcome	Dick Stauber, Research Analyst
Overview of Today's Challenges	Robert P. Sorensen, District Director, Moraine Park VTAE District
Keynote Address	Eugene Lehrmann, State Director, Wisconsin Board of Vocational, Technical and Adult Education
BREAK	
Exemplary Career Education Projects . .	Robert Pendelton, Project Director, Western Wisconsin VTAE District
Career Education Project - Moraine Park Technical Institute. . .	Arthur Weiner, Administrator Research and Development
Question and Answer Session	Members in Attendance
Summary	Dick Stauber, Research Analyst

Appendix A-2

MINUTES

CAREER EDUCATION ADVISORY COMMITTEE MEETING

MORAINE PARK TECHNICAL INSTITUTE - FOND DU LAC
November 6, 1973

Members:	School
Robert J. Hanson	Beaver Dam
George Doll	Berlin
Leo Lang, Superintendent	Campbellsport
Philip Baranowski, Superintendent	Green Lake
Jerome Strupp, Superintendent	Fond du Lac
James O'Bryon, LVEC	Hartford
Donald Mayo, Superintendent	Horicon
James Bucher, LVEC	Hustiford
Fred Hauer, Superintendent	Juneau
Roy Esser	Kewaskum
Dwight York, Superintendent	Lomira
Lyle Plagenz, Superintendent	Markesan
Robert Deetz, Superintendent	Mayville
Douglas Hendrickson, Superintendent	North Fond du Lac
Steve George, Superintendent	Oakfield
Roger Moore, Superintendent	Princeton
Robert Johnson, Counselor	Slinger
Sister Aletta Ross, Counselor	St. Mary's Springs-Fond du Lac
Warren Hall	Wayland Academy-Beaver Dam
John Sheehy	West Bend
John Siedschlag, Counselor	Lakeview Tech High School-Fox Lake
Rose Kuter, Counselor	Wis. Home for Women-Taycheedah
Dwayne Schmaltz	CESA 13

MPTI District Representatives:

Robert Sorensen, Director	Moraine Park VTAE District
Arthur Weiner, Administrator-Research and Development	Moraine Park VTAE District
Dick Stauber, Research Analyst	Moraine Park VTAE District

All members were present or represented except Mr. Lang, Mr. Mayo, Mr. Bucher, Mr. York, and Mr. Hall.

The first meeting of the advisory committee was held on Tuesday, November 6, 1973 in Room 601 of the Moraine Park Technical Institute in Fond du Lac. Dick Stauber welcomed the group and introduced Robert P. Sorensen who encouraged articulation and dialogue in regard to the Moraine Park VTAE District's Career Education project. Mr. Sorensen mentioned that MPTI had developed 13 new programs for new careers in the last two years and expressed his appreciation of the opportunity to articulate at the top level and promote career education projects as other sections of the state have done.

Mr. Stauber then introduced Eugene Lehrmann, State Director of Vocational, Technical and Adult Education, who spoke of articulation problems between secondary, post-secondary, higher educational institutions, and state and federal government. Mr. Lehrmann expressed concern over career education goals and mentioned that national leadership is concerned that career education impetus could dissolve providing steps are not taken to strengthen leadership. Mr. Lehrmann stated that the goal of career education is to enable each individual to make decisions wisely about their future employment opportunities and to have the opportunity to update or change employment and that all school districts must place a high priority on career education. He ponted out that by 1990 industry will only be employing about five percent of the job market and we must look ahead now to prepare people for new employment. Mr. Lehrmann was concerned about funding for career education as it is presently funded mainly through vocational-technical research funds, but career education is so broad that it should be an integral part of public education for all---elementary, middle school, high school, and on. Career education means that we look at all of the people and have flexible vocational-technical education curriculums that tie into the career education system. Mr. Lehrmann expressed the belief that if career education is going to be successful, sound funding not only for vocational-technical education, but for general education activity as well, is necessary. We must go about getting state and federal government to assist us.

After his talk Mr. Lehrmann answered questions from the members as follows:

Committee Member: I wonder what this means for the high school dropout? Who should assume responsibility for the student that can't seem to make it?

Mr. Lehrmann: The problem is that regulations are not uniform throughout the state--some districts feel that 16-year-olds are no longer their responsibility; others end their responsibility with 18-year-olds.

Committee member: Shouldn't there be more slots available for students to enter vo-tech institutes?

Mr. Lehrmann: Perhaps competency-based programs should be developed that will allow a student to leave high school when the high school has taken the student as far as it can.

Committee member: That's fine for the good student, but what is being planned for the slow learner from 16 to 18 years of age?

Mr. Lehrmann: The VTAE system can assist the secondary school with this responsibility.

Committee member: You mentioned a competency-based exit...I would like to clarify your point---are you talking about that alone, or whenever the school can do no more for him? Would this competency-based concept be pre-established or when the school makes the decision that they can no longer benefit this child?

Mr. Lehrmann: The student should exit when ready for the world of work. If he is not ready perhaps he could be slotted into a vo-tech school.

Committee member: What about going into the field to provide some direction for smaller schools that are too far away from your campuses? Bussing them is not practical now.

Mr. Lehrmann: Perhaps a practical solution will be found in a few years. I know that you can't get money for a new shop needed in your school. But don't forget, because the public isn't forgetting--that vocational-technical education costs more than general education---for every dollar of general education, vo-tech education costs anywhere from $1.80 to $2.20.

Committee member: That's all well and good to talk about the kid that will make it---it's the negative kid we have to do something about. Not just the 16 to 18 year-old---it is down to fourteen year-olds. We must not skirt the issue but get to the heart of the matter of a student who doesn't want any more schooling, whose parents can't control him.

Mr. Lehrmann: I agree. We just can't avoid it.

Committee member: When VTAE districts were formed 8 years ago, glowing proclamations that came out from Mr. Kahl and Mr. Greiber indicated that the high schools and the VTAE districts would be sharing facilities. We found that this didn't happen--we were cooperating but it was cooperation on a one-way street.

Mr. Sorensen: We are sharing facilities now---we have some 720 students attending our Beaver Dam Campus every day. We have had dialogue with CESA 13 as to the consideration of making the Beaver Dam Campus a career center. I have been told by many that this school is unique for that type of center. We have tossed around the idea of districts in close proximity to Beaver Dam to join in a consortium and have available to them the services of such a career center.

After the break Mr. Stauber introduced Robert Pendleton, project director of Western Wisconsin VTAE District in La Crosse, who explained several of the career education projects that are operating throughout the state of Wisconsin under the leadership of vocational, technical and adult education. The following projects were discussed:

Sheboygan	In its third year. Its main emphasis is to develop a viable career education program.
Eau Claire	In its second year. It is a joint effort of the high schools and the Eau Claire Technical Institute working together.
Wausau	In its first year. It is based on the guidance counselor principle. Four counselors work in the entire area and guide.
La Crosse	In its first year. Five career education centers were established to work with the secondary schools. Each center is manned and supplied with career education materials.

Arthur Weiner was introduced by Mr. Stauber and Mr. Weiner related the background leading to the project being initiated by the Moraine Park VTAE District. He covered the first steps necessary to get the project going and stated that we would be contacting guidance counselors in the various school districts, to discuss priorities. We do have some funds in the project for the purchase of software and would like to include K-12 in the career education program. Following Mr. Weiner's comments, the following questions and dialogue continued.

Committee member: Are you talking about linking up the public school career education projects with yours?

Mr. Weiner: Yes.

Committee member: Then you are saying that you will share career education materials with us?

Mr. Weiner: Yes, we will inventory all materials--this is our first step, something immediate, so that each district won't have to duplicate these materials.

Committee member: Do you envision that you might provide consultants to the districts?

Mr. Weiner: First of all, priorities must be established. When we meet with the guidance people we will find out what they consider the top priorities. I would assume that the counselors would consider your suggestion as a very important one.

Committee member: Do you want a verbal commitment from us today? Is a verbal commitment sufficient?

Mr. Sorensen: That will be fine.

Mr. Smedberg: Phil Baranowski did have an in-service on this subject last year.

Mr. Weiner: LVEC staff and guidance counselors said last spring at a meeting that MPTI should take the leadership in career education. We ask that you allow us to come in to the schools in your district.

Mr. Sorensen: If, after you leave the meeting today, you come up with some suggestions, call me or Art Weiner or Dick Stauber. We will be calling you back here after we determine direction and are ready to supplement project. Today we met with you to gain your support of this project.

Mr. Weiner: Following our discussions with guidance counselors, we will list all of the suggested priorities and send them along to you. We will be in contact with you.

Committee member: Art, could we have a written description of the project?

Mr. Weiner: Yes, we will mail one to each of you along with a copy of the minutes of this meeting.

Meeting adjourned at 12:15 p.m.

Minutes submitted by Dick Stauber, Research Analyst.

Attachment

DESCRIPTION OF PROJECT

OBJECTIVES:

1. Develop a Comprehensive Career Education Center to serve private schools and public school districts within the Moraine Park VTAE District;
2. Develop a vehicle for dissemination of materials to all private and public schools within the District;
3. Avoid duplication of efforts by private and public schools in the District.

ACTIVITIES AND PROCEDURES:

1. Inventory all materials presently available in private and public schools of the District;
2. Inventory all materials presently available in other VTAE districts in the state;
3. Inventory sources of materials available from state and national agencies;
4. Evaluate the present Career Education Materials by using the Nominal Group Method with students, administrators, guidance counselors, and local vocational education coordinators;
5. Prepare materials within the parameters established;
6. Develop a vehicle for dissemination of materials;
7. Provide a method of updating materials.

APPENDIX B

Questionnaire

Appendix B

MORAINE PARK TECHNICAL INSTITUTE

CAREER EDUCATION INFORMATION

Dick Stauber, Research Analyst
Project No. 10-001-151-314

Please Consider All Grades (K-12) When Compiling Your Information

1. What percentage of the school budget is allocated for Career Education?

2. How does your system of communication regarding Career Education work?

    a. What is your source from outside your school?

3. List the in-service training provided for your staff.

4. What instructional strategies are used to implement Career Education?

    a. What impact does it have on the student body?

5. What efforts are being done to integrate Career Education into existing courses offered in grades K-12?

6. List separate independent courses offered in Career Education.

    a. In what grades are they offered?

7. What promotional activities are carried on by your school?

8. What is the media for articulation between grade levels?

    a. How is it coordinated?

9. Who or which department carries the responsibility for Career Education?

    a. What is the title of the coordinator?

10. What are your "needs" in Career Education?

11. What curriculum changes do you anticipate in the near future?

12. What Career Education materials, supplies, software, hardware, A-V materials, equipment, etc. do you have?

    a. locally developed
    b. commercially developed

APPENDIX C

Correspondence to Committee Members

and Related Project Correspondence

Appendix C-1

Moraine Park Technical Institute

District Office 235 North National Avenue, Fond du Lac, Wisconsin 54935 (414) 922-8611

September 18, 1973

Dear

Administrators, guidance counselors, and local vocational education counselors have been challenging the Moraine Park Technical Institute to accelerate the dissemination of career education information and materials. We are attempting to remedy the need for more information about career opportunities in vocational and technical education by developing a Comprehensive Career Education Center to serve public and private school districts within the Moraine Park VTAE District.

In order to provide guidance and direction we are inviting you to serve on an advisory committee that will meet infrequently to evaluate progress and development of the project. Others being asked to serve are:

Mr. Fred Hauer, Administrator	Juneau-Dodgeland
Mr. John A. Bjorge, Administrator	Berlin
Mr. Floyd A. Brenholt, Administrator	Kewaskum
Mr. Dwayne Schmaltz, Administrator	CESA 13
Mr. Jerome Strupp, Superintendent	Fond du Lac
Mr. William Weidnaar, Superintendent	Central Wisconsin Christian-Waupun
Mr. Robert P. Sorensen, Director	MPTI District
Mr. Carl Smedberg, Administrator-Student Services	MPTI District
Mr. Richard Stauber, Research Analyst	MPTI District

I hope you will consent to provide leadership in this undertaking and will be able to serve on the committee.

As soon as the membership has been confirmed a meeting will be held at a location mutually agreed upon to plan an approach to develop the Comprehensive Career Education Center.

Please feel free to contact me if you have any questions. Hope to see you in the near future.

Sincerely,

Dick Stauber
Research Analyst

DS:jmg

Moraine Park Vocational, Technical and Adult Education District
Robert P. Sorensen, Ph. D.
District Director

Moraine Park Technical Institute

District Office 235 North National Avenue, Fond du Lac, Wisconsin 54935 (414) 922 8611

October 23, 1973

Mr. Eugene Lehrmann
State Director
Wisconsin Board of Vocational,
Technical and Adult Education
4802 Sheboygan Street
Madison, WI 53702

Dear Mr. Lehrmann:

This will confirm our verbal discussion on your serving as the kickoff speaker for our Career Education Project Advisory Committee. The meeting has been set for Tuesday, November 6 beginning at 9:30 a.m. in room 601.

The reason I have asked you to keynote this is that we sent invitations to each superintendent in our district to serve on this committee. A good majority of them have accepted so I feel it is important that we have an influential person in vocational-technical education.

Sincerely yours,

Robert P. Sorensen
District Director

ap

cc: R. Stauber

Moraine Park Vocational, Technical and Adult Education District
Robert P. Sorensen, Ph. D.
District Director

Moraine Park Technical Institute

District Office 235 North National Avenue, Fond du Lac, Wisconsin 54935 (414) 922 8611

October 24, 1973

Mr. Charles G. Richardson
District Director
Western Wisconsin VTAE District
Sixth and Vine Streets
La Crosse, WI 54601

Dear Mr. Richardson:

Moraine Park Technical Institute is implementing a continued career education program with the public schools in our district. In our implementation of this project we are calling together as our advisory committee all the public school superintendents in our district. We need your help in presenting the program to the school superintendents.

At the Governor's Conference your Robert Pendleton presented the La Crosse Exemplary Career Education Project. Of all the presentations on career education our project supervisor felt that your man did the best job.

Would it be possible to have Bob Pendleton make a presentation at our meeting on November 6 beginning at 9:30 a.m.? We would like to have him present in a brief form all the various ways a career education project could go in a district. Even though we have limited funds, I believe the committee should hear a blue sky approach.

If you could let me know on approval of this, I would greatly appreciate his efforts.

Sincerely yours,

Robert P. Sorensen
District Director

ap

cc: Bob Pendleton
Dick Stauber

Moraine Park Vocational, Technical and Adult Education District
Robert P. Sorensen, Ph. D.
District Director

Moraine Park Technical Institute

District Office 235 North National Avenue, Fond du Lac, Wisconsin 54935 (414) 922 8611

October 25, 1973

Mr. Leo W. Lang
Administrator
Campbellsport Public Schools
Campbellsport, Wisconsin 53010

Dear Mr. Lang:

We are pleased to receive your notice that you are able to serve on an advisory committee for our research project on Career Education. The response from the request for members was excellent. The following people have been designated:

Superintendents	Superintendents' Delegates
Campbellsport - Leo W. Lang	Beaver Dam - Robert J. Hanson
Green Lake - Philip Baranowski	Berlin - George Doll
Fond du Lac - Jerome N. Strupp	Hartford - James O'Bryan
Horicon - Donald B. Mayo	Hustisford - James Bucher
Juneau - Fred Hauer	Kewaskum - Roy Esser
Lomira - Dwight A. York	Slinger - Robert H. Johnson
Markesan - Lyle B. Plagenz	West Bend - Dr. John Sheeny
Mayville - Robert L. Deetz	St. Mary's Springs, Fond du Lac - Sister Aletta Ross
North Fond du Lac - Douglas Hendrickson	Wayland Academy, Beaver Dam - Warren Hall
Oakfield - Steve L. George	Wisconsin Correctional Institution, Fox Lake - John Siedschlag
Princeton - Roger L. Moore	Wisconsin Home for Women, Taycheedah - Mrs. Rose Kuter

The initial meeting has been scheduled for November 6 at 9:30 a.m. at the Moraine Park Technical Institute-Fond du Lac. Mr. Eugene Lehrmann, State Director for the Wisconsin Board of Vocational, Technical and Adult Education, will be one of the speakers to address you (See attached agenda).

It will be my pleasure to meet and welcome you at this meeting. I have been looking forward to becoming acquainted with all of the public and private school personnel located within the Moraine Park VTAE District and appreciate this opportunity to personally greet you and discuss some of the challenges in serving the needs of the taxpayers of our districts.

Sincerely,

Robert P. Sorensen, Director

RPS:RS:jrp
Enclosure

Moraine Park Vocational, Technical and Adult Education District
Robert P. Sorensen, Director

Appendix C-5

Moraine Park Technical Institute

District Office 235 North National Avenue, Fond du Lac, Wisconsin 54935 (414) 922-8611

October 25, 1973

Professor T. W. Zuberbier, Administrator
Winnebago Lutheran Academy
475 East Merrill Avenue
Fond du Lac, WI 54935

Dear Professor Zuberbier:

On September 28, 1973 I wrote you a letter mentioning that we were seeking membership for an advisory committee to adyise us about a grant we received to develop a Comprehensive Career Education Center Model. This same invitation was sent to the other 28 public and private schools in our VTAE District and we received an excellent return. Twenty-two administrators said they or their delegate would serve on the committee. Two declined the invitation, and we did not receive an answer from four administrators. Perhaps the return card was lost in the mail or my letter was misrouted at the school; at any rate I am extending the invitation to you again, and would be very much pleased if you can find the time in your busy schedule to meet with the committee.

The initial meeting is scheduled for November 6 at 9:30 a.m. at the Moraine Park Technical Institute-Fond du Lac Campus. We are pleased that our state director, Mr. Eugene Lehrmann, will be here to address the group. I hope you will be able to attend. The following people have indicated that they would serve on the advisory committee:

SUPERINTENDENTS

Campbellsport - Leo Lang
Green Lake - Philip Baronowski
Fond du Lac - Jerome N. Strupp
Horicon - Donald Mayo
Juneau - Fred Hauer
Lomira - Dwight York
Markesan - Lyle Plagenz
Mayville - Robert L. Deetz
North Fond du Lac -
Douglas Hendrickson
Oakfield - Steve L. George
Princeton - Roger Moore

SUPERINTENDENT'S DELEGATES

Beaver Dam - Robert J. Hanson
Berlin - George Doll
Hartford - James O'Bryon
Hustisford - James Bucher
Kewaskum - Roy Esser
Slinger - Robert H. Johnson
West Bend - Dr. John Sheeny
St. Mary's Springs, Fond du Lac -
Sister Aletta Ross
Wayland Academy, Beaver Dam -
Warren Hall
Wisconsin Correctional Institution,
Fox Lake - John Siedschlag
Wisconsin Home for Women, Taycheedah
Mrs. Rose Kuter

Sincerely,

RPS:cls

Robert P. Sorensen, Director

Moraine Park Vocational, Technical and Adult Education District
Robert P. Sorensen, Ph. D.
District Director

Moraine Park Technical Institute

District Office 235 North National Avenue, Fond du Lac, Wisconsin 54935 (414) 922 8611

November 8, 1973

Mr. Robert J. Pendleton
Project Director-Career Education
Western Wisconsin VTAE District
Sixth and Vine Streets
La Crosse, WI 54601

Dear Bob:

Thank you for giving your time and effort to present an overview of career education projects sponsored by VTAE schools in Wisconsin.

Your presentation was greatly appreciated and it was what we wanted. Your experience with the 26 superintendents in your district parallels the expected approach we plan to use with public and private schools in our district.

Once again, thank you for your participation. It is evident that you are sincerely interested in your work, knowledgeable in your field, and have the ability to communicate your ideas effectively to your audience.

Sincerely,

Robert P. Sorensen
District Director

RPS:RS:jmg

CC: Mr. Charles Richardson, Director
Richard Stauber, Research Analyst

Moraine Park Technical Institute

District Office 235 North National Avenue, Fond du Lac, Wisconsin 54935 (414) 922 8611

November 15, 1973

Dr. Eric T. Becker, Administrator
Beaver Dam Public Schools
705 McKinley Street
Beaver Dam, WI 53916

Dear Mr. Becker:

Your support and interest in our career education project is greatly appreciated. There were 16 schools and CESA 13 represented at the meeting and it was encouraging to experience the feeling of cooperation and articulation that took place between the Moraine Park VTAE District and public and private schools.

As your representative, Robert J. Hanson, probably has mentioned it was decided to inventory all career education materials and equipment the schools are presently using. I would like to visit your school on November 27, if this meets with your approval.

Please return the enclosed card.

Sincerely,

Dick Stauber
Research Analyst

DS:jmg
Enc.

Moraine Park Vocational, Technical and Adult Education District
Robert P. Sorensen, Ph. D.
District Director

Telephone
324-4461

Dwayne J. Schmaltz
[redacted]
Coordinator

Appendix C-8

Cooperative Educational Service

Agency No. 13

908 West Main Street
WAUPUN, WIS.

November 15, 1973

Mr. A. E. Weiner
Research Director
Moraine Park Technical Institute
Fond du Lac, Wisconsin

Dear Art:

I would like to thank you and your colleagues for taking the initiative in writing a federal project permitting Moraine Park Technical Institute to purchase career education resource materials and to make these materials available to the public schools. As you know, the districts of North Fond du Lac, Rosendale-Brandon, and Waupun are involved in a three year project to in-service staff in career education concepts. This summer will be our first workshop for teachers from these schools.

I have spoken to each of the superintendents in these three districts regarding the thrust of your federally supported career education project. As a group, the three superintendents would like to encourage M.P.T.I. to purchase career education resource materials and to make these materials available on a loan basis to the K-12 districts in the area. If M.P.T.I. could purchase those materials which are high cost low incidence of use, we would be most appreciative. Frankly, films, filmstrips, and other audio visual materials if made available through M.P.T.I would certainly help.

Though it would be great if M.P.T.I. could also in-service staff members on the use of such materials, this activity does not seem to be a high priority with us since we have funds to in-service ourselves.

If we can help on material selection or in any other way, just give us a call. Thank you again for this opportunity.

Sincerely yours,

Kenneth F. Huddleston, Ed.D.
Local Vocational Education Coordinator

KFH:mb
c/c: C. Smedberg
D. Ethen
H. Kujath
D. Hendrickson

Moraine Park Technical Institute

District Office 235 North National Avenue, Fond du Lac, Wisconsin 54935 (414) 922 8611

December 13, 1973

Mr. Donald B. Mayo, Administrator
Horicon Public Schools
611 Mill Street
Horicon, WI 53032

Dear Mr. Mayo:

I am sorry you were unable to attend the Career Education advisory committee meeting held November 6 at Fond du Lac. As indicated in the minutes of the meeting sent you, sixteen schools and CESA 13 were represented and articulation took place in regard to the cooperative roles of the Moraine Park Technical Institute and public and private schools.

Concensus was that MPTI should proceed with the inventory of career education materials, equipment and practices being utilized in grades K-12. I would like to visit your school on January 8, 1974 if this meets with your approval.

Please return the enclosed card.

Sincerely,

Dick Stauber
Research Analyst

DS:jmg
Enc.

Moraine Park Vocational, Technical and Adult Education District
Robert P. Sorensen, Ph. D.
District Director

Moraine Park Technical Institute

District Office 235 North National Avenue, Fond du Lac, Wisconsin 54935 (414) 922 8611

I suppose you have been wondering what has transpired since my last meeting with you regarding our survey on career education.

All of the educational systems have been contacted that were represented at our meeting on November 6, 1973 (24 school systems), and the questionnaire was given to them for their reaction along with a request for a list of materials, supplies, A-V equipment, etc., that is assigned for career education purposes.

Some of the schools have returned the questionnaire along with their material lists and we are beginning to categorize them. It is my intention to record this information on our computer and obtain a printout for each school.

It may be necessary to hold another advisory meeting sometime in March so that we can analyze the input of information and make decisions in regard to next year's federal project.

As you know this year's project is designed to find out what is going on in career education in each of the schools; and next year, we intend to implement the needs of the various schools participating in the project. As you recall our district director, Dr. Robert P. Sorensen, expressed interest in being of service to you, indicating that the Moraine Park Technical Institute plans to expend monies in addition to Federal monies to provide coordination for career education.

I hope you will be able to attend the March meeting (to be scheduled) and provide your expertise in this attempt to coordinate career education efforts throughout the Moraine Park Vocational, Technical and Adult Education District.

Sincerely,

65 Dick Stauber
Research Analyst

DS:jrp

Moraine Park Vocational, Technical and Adult Education District
Robert P. Sorensen, Ph. D.
District Director

Appendix C-11

To: Dick Stauber
Research Analyst

☐ The date you have chosen will be fine with us.

Please contact _____ _____.
Name Time

☐ It will be difficult for us to meet with you on the date mentioned in your letter.

It would be best for us to meet with you on:

☐ Monday, _____ _____
Date Time

☐ Wednesday, _____ _____
Date Time

_____
(Superintendent)

_____
(Date)

_____ I will be able to serve on the advisory committee.

_____ I will not be able to serve on the advisory committee.

____ I have asked _____
to serve as my delegate.

_____

UNIVERSITY OF CALIF.
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